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ABSTRACT

Parents and guardians of children in the Indianapolis Public Schools' Montessori Option Program for kindergartners through sixth graders were surveyed. Parents and guardians were surveyed on: (1) the pupil progress report, which was used on a pilot basis during the 1988-89 school year; (2) the Montessori method; (3) strengths and weaknesses of the program; and (4) changes the program needed. The survey instrument consisted of a section on respondent characteristics, 32 closed-ended questions, and 3 open-ended questions. The five sections of the survey introduced the topics of the evaluation key, report card headings and philosophy, report card delivery to parents and guardians, and basic principles of the Montessori method. The survey elicited parent opinions about the program. The households of 536 pupils and 50 school staff members in the 3 Montessori Option elementary schools received questionnaires. This appendix to the main report provides: (1) survey design input from parents, teachers, and others; (2) the Montessori Option Pupil Progress Report Survey; and (3) parent and teacher responses for each item. (RH)

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Indianapolis Public Schools

EVALUATION OF THE INDIANAPOLIS PUBLIC SCHOOLS' MONTESSORI OPTION (K-6) PUPIL PROGRESS REPORT

Volume III: Appendix

by

Dr. Stephen J. Guynn
Research and Evaluation Specialist

May 1989

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MONTESSORI OPTION PROGRAM PRE-SURVEY DESIGN INPUT

Ten persons returned suggested input in response to a Research, Evaluation and Testing Department request for pre-survey design input. These ten persons included "others," parents, and teachers.

INPUT 1:

Do you see the evaluation key (S, N, U) as grades?

Do you think grading children (with a letter) is compatible with the Montessori philosophy? (as defined in the Parent's Handbook)

Do you feel labeling a child with:
Steady progress
Needs improvement
Unsatisfactory convey a positive and encouraging attitude.(?)

INPUT 2:

Do you want your child to bring home the report card, or would you prefer to pick it up?

Are you comfortable, considering the Montessori philosophy, with the newly established "U" rating, which interprets into an F possibly on their permanent record.

Provide a sample portion of report card to assess what parents think is being communicated by an evaluation statement.

Ask parents why they chose the option i.e., because of Montessori philosophy or all day kindergarten.

Ask parents what the Montessori philosophy means to them.

INPUT 3:

Ask if parents think there should be some way that report cards could reflect parental/guardian input.

Ask parents/guardians what they EXPECT to learn from a report card.

INPUT 4:

Drop the unsatisfactory grade as this denotes failure to the child which is contrary to the Montessori Philosophy!

Also I'm unsure of the rationale for grading art & music below the junior high level!

INPUT 5:

I did not like the portion of the card that said if your child is above grade level, grade level, or below.

I didn't like grading portion because it seemed to go to the negative side as opposed to the positive.

If it goes XXX labeling below average it should also go above average.

INPUT 6:

The survey should alert parents to the fact that it is against Montessori philosophy of education to grade a child as being unsatisfactory. Consequently, parents should be asked how they feel about having a "U" on a child's report card.

The survey should also contain a section for parents to suggest how students can most effectively be informed of less than satisfactory work.

INPUT 7:

The survey should specifically assess how parents feel about the U on the report card. The U is equivalent to an F, and it is definitely against Montessori philosophy to label a child a failure. There are more effective ways to inform a student and his parents of weaknesses w his school work.

INPUT 8:

I enjoyed being able to write that a certain subject or skill was "a strength" for the student on the old report cards.

There should be a place for marking whether the student demonstrates accuracy while doing math computation.

INPUT 9:

Choice of evaluative marks. 1) Nothing above "steady progress."

Fewer categories of sub-categories per subject areas.

INDIANAPOLIS PUBLIC SCHOOLS

MONTESSORI OPTION (K-6)
PUPIL PROGRESS REPORT
SURVEY

Dear IPS Montessori Option Program Participants,

Dr. James A. Adams, IPS Superintendent, has asked the IPS Research, Evaluation and Testing Department to survey the IPS Montessori Option Program participants. He would like feedback concerning your reactions and comments about the Montessori Option Program pilot Pupil Progress Report being used during this 1988-1989 school year. Along with learning about the progress report he wants to know your perceptions about the Montessori method.

Please respond to each of the survey items and feel free to make additional comments. **Parents**, please complete only one survey for your household and return your completed survey in the enclosed postage-paid envelope to the Education Center by March 17, 1989. **School staff**, please return your survey to your building principal by March 17, 1989.

Thank You. Your assistance is appreciated.

Dr. Stephen J. Quynn
Research, Evaluation
and Testing Department

INDIANAPOLIS PUBLIC SCHOOLS
MONTESSORI OPTION PUPIL PROGRESS REPORT SURVEY
MARCH 1989

PLEASE RECORD YOUR ANSWERS TO QUESTIONS 1 THROUGH 32 BY CIRCLING THE APPROPRIATE LETTER. RECORD YOUR ANSWERS TO QUESTIONS 33 THROUGH 35 ON THE LINES PROVIDED. PARENTS: MAIL THE COMPLETED SURVEY TO ARRIVE AT THE IPS EDUCATION CENTER, ROOM 601-K, BY MARCH 17, 1989. SCHOOL STAFF: RETURN YOUR COMPLETED SURVEY TO YOUR BUILDING PRINCIPAL BY MARCH 17, 1989. THANK YOU FOR YOUR PARTICIPATION.

GROUP

1. Your "position."

   A) Parent B) Principal C) Teacher D) In. Cord. E) Other.

2. Your child's or your own school participation grade levels.

   A) K/1 B) 1/2 C) 2/3 D) 3/4 E) 4/5 F) 4/5/6

   G) 5/6 H) Art, Music, P.E., V.M. I) Not applicable

3. Your school.

   A) School 56 B) School 67 C) School 91

PART I. EVALUATION KEY

4. The Montessori Option pilot Pupil Progress Report evaluation key should use the indicators: S (steady progress), N (needs improvement), and U (unsatisfactory).

   A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

5. The Montessori Option pilot Pupil Progress Report evaluation key (Reading and Math) should use the indicators: Below grade level, On grade level, Above grade level, Effort.

   A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

6. I understand that each Montessori Program Pupil Progress Report evaluation key is translated into traditional grades for a pupil's IPS Cumulative (non Montessori) Record.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

7. I understand how the reporting procedure (in No. 6) is accomplished.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

PART II. REPORT CARD HEADINGS/PHILOSOPHY

8. The number and type of headings and subheadings on the pilot report card are an adequate assessment to make the necessary and proper distinctions for my child's reporting procedure.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

9. Adequate space is on the pilot report card in which to record comments.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

10. All information that should be shared on an IPS Montessori Option report card is represented on the pilot report card.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

11. There should be three Montessori Option report cards: one to reflect the kindergarten level reporting needs, one for the primary grades' reporting needs and one for the intermediate grades.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

12. The Montessori Option pilot Pupil Progress Report card should have a mark on the card that indicates pupil "unsatisfactory" performance.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

13. I know where the source, or guidelines, for the present school year come from for our IPS Montessori Option philosophy.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

PART III. IPS MONTESSORI OPTION REPORT CARD DELIVERY TO PARENTS/GUARDIANS

14. The report card should be mailed to the home.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

Question 15 should be answered by parents only.

15. I would be willing to pay the postage to have the report card mailed to my child's home.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

16. The report card should be picked up at school.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

17. The child should carry the report card home.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

PART IV. MONTESSORI METHOD BASIC PRINCIPLES

18. Establishing an effective relationship between the child and adult is possible only if the adult has a deep appreciation of the creative potential of the child and his or her right to become independent and free.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

19. The child possesses within himself or herself the person he or she will someday become.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

20. Very young children experience "sensitive" or critical periods in which they learn more easily than at any earlier or later period.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

21. The Montessori "prepared environment" should combine an atmosphere of freedom with sufficient discipline and background direction to enable the child to discover for himself or herself the keen satisfaction of independent achievement, the pleasure of work, and a sense of security flowing from order and routine.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

22. Children can be very effectively taught through a "prepared environment."

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

23. Learning materials most helpful to the child capitalize on his or her level of readiness and those that in turn directly prepare him or her for succeeding learning tasks.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

24. Children develop at different rates and possess different potentialities, issuing ultimately in different abilities.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

25. The nature of the environment, stimulating or stultifying, is a vital factor in determining the extent to which a child's potentialities will be developed and fully realized.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

26. Sensory-motor activities are significant means for refining perceptions and developing the elements essential for later concepts.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

27. Individualized learning tasks involving inherently attractive self-corrective materials provide motivation for continued learning, shown in basic work habits essential to a life of learning.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

28. The mind of the child has a great "absorptive capacity;" consequently, a rich variety of experiences will later on enable him or her to understand more readily the world about him or her.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

29. The child must relate to his culture; consequently, learning materials and approaches to learning must be culturally relevant.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

30. Discipline is an end product, not a point of departure.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

31. The young child learns through movement and through meaningful contact with materials.

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

32. The textbook of the Montessori teacher should be the child whom he or she studies and observes scientifically. The teacher must observe the child carefully so as to detect the psychological moment in which he or she is ripe for a new learning experience. The teacher is the vital link between the child and the learning materials in the "prepared environment."

A) STRONGLY DISAGREE B) DISAGREE C) UNDECIDED D) AGREE E) STRONGLY AGREE

PART V. COMMENTS:

33. What STRENGTHS do you see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

_____

_____

34. What WEAKNESSES do you see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

_____

_____

35. What CHANGES would you like to see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

_____

_____

Montessori Option Pupil Progress Report Survey--Parent Comments

PART I. EVALUATION KEY

Q4. The Montessori Option pilot Pupil Progress Report evaluation key should use the indicators: S (steady progress), N (needs improvement), and U (unsatisfactory).

4 ABCDF

4 How can I evaluate something I can't see and can't remember what it looks like?

4 [and 5] What was wrong with the old forms?

Q5. The Montessori Option pilot Pupil Progress Report evaluation key (Reading and Math) should use the indicators: Below grade level, On grade level, Above grade level, Effort.

5 ABCDF--like regular. Thank you.

5 Effort needs to be defined.

5 Integrate into other areas.

5 See question 34--I want to know this but because children are different I don't want a child to receive an indicator stating "below grade level" when that child is doing his best. I have always asked at conferences if my child is working at grade level. The conference is such an important part of the Montessori Option.

Q6. I understand that each Montessori Program Pupil Progress Report evaluation key is translated into traditional grades for a pupil's IPS Cumulative (non Montessori) Record.

6 Did not know this.

6 That's why 4 and 5 should be traditional.

6 [and 7] These are badly worded. Am I disagreeing about understanding--or about the procedures themselves?

6 Whoever wrote this statement doesn't understand that the responses do not fit!!

6 Unless parents are told what S, N and U are translated to, i.e., letter grades.

6 Translation is okay--mildly agree. These [#6 & #7] should be true/ false? Or do you want to know if we think this should be done?

6 [and 7] I didn't know about this. How is it done?

6 Why is that necessary if a child is learning?

6 I did not know this until now. I agree with it for a child who later goes into a grading system to know where they stand, but I believe the parents should have known of it.

6 Aren't #6, #7 and #13 Yes, No questions?

6 I have never observed this.

6 I thought this was the case, but I was unable to obtain grades from principal to fill out a program application.

6 Did not know this till this year.

6 I have not seen any translations.

Q7. I understand how the reporting procedure (in No. 6) is accomplished.

7 We do not understand.

7 No, I don't.

7 I don't see how this can be accomplished and would love to hear an explanation.

7 I do not understand.

7 I do not know how this is accomplished.

7 I can only imagine that it must be very subjective.

7 Since we didn't know about it, I can only guess how it might be accomplished.

7 Not sure of exact grade equivalents: A-B = S, C = N, D = U?

7 No, I do not understand how it is accomplished so I can't answer.

7 I've no idea how this is done.

PART II. REPORT CARD HEADINGS/PHILOSOPHY

Q8. The number and type of headings and subheadings on the pilot report card are an adequate assessment to make the necessary and proper distinctions for my child's reporting procedure.

8 I think it is very comprehensive.

Q9. Adequate space is on the pilot report card in which to record comments.

9 Except for parents.

9 If more space is required then a visit with the teacher is required.

Montessori Option Pupil Progress Report Survey--Parent Comments

Q10. All information that should be shared on an IPS Montessori Option report card is represented on the pilot report card.

10 "All"--probably not.

Q11. There should be three Montessori Option report cards: one to reflect the kindergarten level reporting needs, one for the primary grades' reporting needs and one for the intermediate grades.

11 Probably, since an older child's curriculum becomes more specific and larger.

11 Why? Who needs more paper? Who's going to pay for the report cards?

Q12. The Montessori Option pilot Pupil Progress Report card should have a mark on the card that indicates pupil "unsatisfactory" performance.

12 What kind of mark?

12 However, any unsatisfactory marks should have a written explanation and a plan for remediation. Educators can then accept their part of the educational process.

12 In the intermediate grades at least.

Q13. I know where the source, or guidelines, for the present school year come from for our IPS Montessori Option philosophy.

13 Somewhat.

13 I don't know the source.

13 For philosophy on which the option was founded, is it different this year??

13 This question does not make sense to me.

13 I don't really understand this question.

13 I would appreciate a discussion of the specific guidelines we are using at the Montessori options.

PART III. IPS MONTESSORI OPTION REPORT CARD DELIVERY TO PARENTS/GUARDIANS

Q14. The report card should be mailed to the home.

14 [and 16] Either.

14 Save the postage!

14 I liked it better when a conference time was set up with the teacher to view report card together.

14 Let my child bring it home.

14 No way.

14 Why? More stamps, and paper, more work on office people. Why not send home with student sealed? Have student be responsible for getting it home.

Q15. I would be willing to pay the postage to have the report card mailed to my child's home.

15 If I put my child in a private school I would expect to pay postage. I am already paying for my child's education through my tax dollars.

15 I do not want them mailed!

15 [16, 17] I prefer to meet with the teacher to pick up the report.

15 Not possible for all parents!

15 Ridiculous.

15 No, my child is very responsible.

Q16. The report card should be picked up at school.

16 Unless some huge problem is occurring and student would misunderstand if sealed envelope be opened.

16 [and 17] Teaches the child honesty, proudness, and responsibility!

16 Only with parent conferences.

16 During conferences.

16 But I don't mind it being sent home with student. I prefer scheduled conferences.

16 Would like to see present system maintained.

16 During conference.

16 Only if "U" is on card.

16 [and #17:] Every other time seems good to me.

16 [and 17] Either is OK with me.

16 Only when there's a conference.

16 At conference time in fall only.

16 Twice a year.

16 By parent?

16 First card of each semester.

16 Once a year at PIT.

16 [& 17] Either Okay.

Q17. The child should carry the report card home.

17 Except at conference time.

17 Twice a year.

17 The present report card method for receiving them is good. We are able to go over cards with teacher a few times a year.

17 I believe it should be picked up at school, but if parents cannot because of work or other reason they should have the option for receiving it in the mail.

17 Perhaps sealed until the parent opens it to prevent comparison at school or a chance a child might fear showing a parent or even alter it.

17 I feel every other could be picked up, if there could be a Parents In Touch Conference at this time.

17 If these children are independent enough to be self-starters, they should be capable of carrying a card home. My children are!

17 Other times during the year.

17 This depends on what the "key" states, whether or not "grades" are reflected on the card.

17 I don't mind either way--but prefer scheduled conferences.

17 Absolutely.

PART IV. MONTESSORI METHOD BASIC PRINCIPLES

Q18. Establishing an effective relationship between the child and adult is possible only if the adult has a deep appreciation of the creative potential of the child and his or her right to become independent and free.

18 I can understand these questions, but can the general public? They appear to be taken directly from a Montessori resource book.

18 There are many reasons for effective relationships. This is <u>one</u>.

Montessori Option Pupil Progress Report Survey--Parent Comments

18 Not necessarily--but it helps.

18 There are still some teachers who do not have this respect for children.

18 "Only an adult with a deep appreciation of a child's creative potential and right to independence and freedom can have an effective relationship with that child."

Q19. The child possesses within himself or herself the person he or she will someday become.

19 Subject to behavioral and environmental modification.

19 With guidance.

19 Too poetic.

Q20. Very young children experience "sensitive" or critical periods in which they learn more easily than at any earlier or later period.

20 Yes, but, this can only be decided on an individual basis.

Q21. The Montessori "prepared environment" should combine an atmosphere of freedom with sufficient discipline and background direction to enable the child to discover for himself or herself the keen satisfaction of independent achievement, the pleasure of work, and a sense of security flowing from order and routine.

21 "Prepared environment"--!! The key.

21 It depends on ages of children and the amount of monitoring you consider sufficient.

21 [22] Again, this can only be decided on an individual basis. I would agree for one of my children.

21 I would have just flunked ISTEP from misreading the values for A-E!

Q22. Children can be very effectively taught through a "prepared environment."

22 What environment?? (it depends.)

22 Depending on the nature and temperament of the child.

22 Children can very effectively <u>learn</u> through a prepared environment.

22 Although I think a teacher (mentor) must be there to guide and interpret.

22 If ["prepared environment" in question 21 is] the same.

22 Some.

Q23. Learning materials most helpful to the child capitalize on his or her level of readiness and those that in turn directly prepare him or her for succeeding learning tasks.

23 Unclear antecedent.

Q24. Children develop at different rates and possess different potentialities, issuing ultimately in different abilities.

24 And, therefore, I believe it very discriminating to admit kids to "AT" program after Kg. year.

Q25. The nature of the environment, stimulating or stultifying, is a vital factor in determining the extent to which a child's potentialities will be developed and fully realized.

25 "Stultifying"--Poor choice of word for general readership.

Q26. Sensory-motor activities are significant means for refining perceptions and developing the elements essential for later concepts.

26 Except little children.

26 Can't understand statement.

Q27. Individualized learning tasks involving inherently attractive self-corrective materials provide motivation for continued learning, shown in basic work habits essential to a life of learning.

27 Not as the exclusive learning method.

27 Pure jargon. Translation: Kids need learning materials specifically made for them, which they can correct themselves. These will help to develop work habits needed through life.

Q28. The mind of the child has a great "absorptive capacity;" consequently, a rich variety of experiences will later on enable him or her to understand more readily the world about him or her.

28 I wish my child, in [X]'s class at #91, had a real Montessori environment. Her teacher seems to be doing just the opposite of the Montessori philosophy.

Q29. The child must relate to his culture; consequently, learning materials and approaches to learning must be culturally relevant.

29 Please, no more Black History, enough is enough!

29 I agree--but what does this particular question mean?

29 "The child must relate to his and other cultures"--If that is the question, then Strongly Agree.

29 Such as?

29 I think children should have opportunities to learn about each others' cultures and appreciate that within each child.

29 And other cultures as well.

Q30. Discipline is an end product, not a point of departure.

30 What does this mean?

30 What does this mean?

30 Depending how strong of discipline.

30 Translation?: Self-discipline is better than being disciplined by teacher.

30 I do not fully understand this question's meaning.

30 Really!!

30 The child must have discipline before learning can take place.

30 Question not well phrased.

30 I think discipline is a companion to nurturing and guidance. (Maybe I'm not sure about the wording here). I has been my observation that when a child enters the program with a significant lack of self discipline than the ideal program in that classroom is somewhat compromised--the more undisciplined children it seems that the teacher then resorts to a traditional structure to restore order. At the same time these are the children that "suffer" more than in a traditional set-up.

30 Poor question; terms need to be defined!

30 "Self" discipline....

30 Don't understand this wording.

30 Self-discipline (E), imposed discipline (A).

30 Discipline problems that are not corrected outside the Program (at home) affect other students in the program, thus causing other students to lose the edge that Montessori provides.

30 Do you mean self-discipline?

30 If by discipline you are referring to punishment, then Strongly Agree. (Or are you talking about the student becoming more disciplined in behavior?)

Q31. The young child learns through movement and through meaningful contact with materials.

31 It's possible.

31 Among many learning.

Q32. The textbook of the Montessori teacher should be the child whom he or she studies and observes scientifically. The teacher must observe the child carefully so as to detect the psychological moment in which he or she is ripe for a new learning experience. The teacher is the vital link between the child and the learning materials in the "prepared environment."

32 For the special prepared, educated Montessori teacher this is a critical variable.

32 Do they have time?!

32 In theory. To work in practice, we need to keep small classes with an aide for each class.

32 As long as it's school related.

32 Idealistic.

32 This seems far too idealistic, no teacher can be that perfect. I do believe that teachers are the "vital link."

32 The teacher should be open to observing signs that a child is ready to move ahead even if classmates are not.

32 Also the parent must motivate at the right time and try to reinforce the teacher's efforts.

32 This is a wonderful ideal but we do have very "real" children; therefore I wonder if this is achieved with every child in a particular class.

Montessori Option Pupil Progress Report Survey--Parent Comments

PART V. COMMENTS:

Q33. What STRENGTHS do you see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

33 Allowing the child to pursue his interests and work at his own pace, plus the use of manipulatives are some of the strengths of the program. The pilot Pupil Progress Report lists most of the skills and areas of development for each subject. The behavior portion seems clearer than that of the previous report card.

33 Report Card--I think its weaknesses outweigh its strengths, and it needs some serious thought and reconstruction before acceptance.

Strengths of Program--It is a good sound idea for an option since many parents are in support of the Montessori method. The Montessori philosophy is a sound one when adhered to properly. Many teachers do a fine job of implementing the philosophy and are interested in improving. It has the potential to be one of the most desirable and successful option programs in IPS.

33 Through this option I feel that children can develop natural gifts of the ability to learn without a sense of boredom.

33 It provides an evaluation of the many aspects of the child's learning experience.

33 The card has more headings and subheads and does give a clearer, more detailed view of a child's progress.

33 It's specific (the report card). I like the developmental aspect (of the program). Most of the teachers are very good.

33 The program is helping my child to learn at his own pace. It is also helping him to find his own personality.

33 Love the creative way the classrooms are set up, love the materials used and the way they are presented.

33 Why things are presented/materials/teachers/ays.

33 It is a good learning system. It teaches with strong reading procedures and gives each student a chance to excel where they are good and take more time where they are weak.

33 People learn best by doing--more is retained than from just "studying" the written word. Montessori encourages this point. Some children even resist having to sit at a desk most of the day as seen in Traditional classes. Children need to move; it's normal.

33 It adequately addresses the subject areas taught. The program allows for the child to learn at his own pace.

33	It enhances independence and teaches better responsibility. The progress report shows where weaknesses are and more work needed.
33	The new progress report picked up areas where my child needed strengthening.
33	Report is very detailed. Program teaches responsibility and choice.
33	Detailed evaluation.
33	Self-motivated children are not stifled in their learning efforts.
33	Positive in nature, easier for child to receive unsatisfactory because it is not critical. I like new organization of subjects, and critique of organizational skills.
33	Easy understanding.
33	I'm pleased with the report card.
33	It is geared to the developmental level of the child and treats the child as an individual.
33	I agree with all of the Montessori-related statements above and therefore think this is the best way for children to learn. I believe this is a good program within the context of a public school system. The following are strengths I see: teaching children to be responsible for their own behavior and, to a certain extent, their learning; allowing for exchanging of ideas and sharing of work skills among students; using concrete methods to teach to young children (and older); providing opportunities for practical, life experiences for children; applying what is known, observed learning theory to education (a rarity in schools, it seems); and providing teachers who are trained in theory and practice to use these methods.
33	It's really self explanatory. N if the child needs help. S is the child is doing fine and U if the child is doing really bad in this subject.
33	Nothing. I feel it can be improved.
33	The way progress is evaluated.
33	We are used to ABCD&F. But we can see the purpose of your evaluation with the following improvements.
33	To break down the level of progress of each child, showing what area a child really needs improvement.
33	Program measures each child individually and doesn't intimidate child or stigmatize.

Montessori Option Pupil Progress Report Survey--Parent Comments

33 This is my first year of having a child in Montessori Program. I can't compare the program as it was before.

33 The extreme dedication of the teachers and the belief in what they do. They have constant input to let you know how your child is doing and very encouraging.

33 A good and complete evaluation of the progress of the individual student.

33 Individualized education, willingness to explore, creative environment.

33 (1) Racial integration, without emphasizing "most" and/or "best." (2) Strong parental involvement. (3) General dedication and faculty.

33 We are very pleased with report card and program.

33 It would give parents a better clue as to how their children are doing.

33 Indepth analysis of individual studies and thought processes. Covers good range.

33 We feel that both our children, although very different, are thriving in the Montessori Option program. They are receiving excellence guidance and direction from their teachers and are being allowed to work ahead in areas of aptitude and interest.

33 I see it very Progressive.

33 Each child is not compared to the next child--therefore the child is judged upon his/her own abilities.

33 Children learn for the sake of learning and accomplishment; not for the sake of the grade.

33 Program encourages internal growth from the child, end result being creative and imaginative.

33 It is an excellent program and I see that every day my daughter attends.

33 Program has a child centered philosophy and the basic materials to accomplish educational goals.

33 I think my daughter has a much better understanding of what she's learned because of the Montessori materials which she's participated with.

Montessori Option Pupil Progress Report Survey--Parent Comments

33 The child is able to progress at his own rate and is not held back when he can go farther.

33 I believe the present report card is adequate. I believe close contact between parent and teacher is more important.

33 The greatest strength I've seen is the growth that comes from such an individualized program.

33 The above, below or on grade level in reading and math.

33 It's easier to handle.

33 They are able to move your child ahead if needed--so the child does not get bored.

33 I like the new report card because of the new "U" symbol. It lets you know if your child is not doing well in a particular area before it's too late to correct it. I truly believe in the Montessori option, because the child is allowed to work at their own speed and level and they are not held back or pushed ahead by their peers.

33 Marked improvement over past years.

33 I think it is more complete than the previous report card--and I like to know--and need to know--where my child relates to grade level. I also need to have the written comments to add more depth to the N/S system.

33 The space provided for teacher comment is important to me. Also, knowing if a child is working at, above, or below grade level expectations.

33 Card is very complete. The 9 vs. 6 week grading periods are appropriate.

33 It is more specific than the last one in some ways, yet open-ended enough not to be exclusive.

33 It allows a more in-depth look at our child's breadth of activities than a traditional card provides.

33 They just use different letters than the traditional schools' report.

33 Better breakdown of skills--more thorough report--better communication tool for parents except the evaluation key.

33 I do like the format--opening up in three sections, easy to read, well organized.

Montessori Option Pupil Progress Report Survey--Parent Comments

33 On the K-level a variety of abilities/skills are addressed. Even though the program is designed as the child as the center of activity it is structured such that all "key" learning areas are monitored by the teacher. It's important for the parent to feel comfortable that this style of learning prepares the child for tomorrow's world. This card, more so than a traditional card, covers these areas well.

33 Most of the subjects are listed and the way the child performs in his studies.

33 The above, below or on grade level in reading and math.

33 It gives us some idea how our child is doing in school--in the teacher's view.

33 My child is treated as an individual and is allowed to learn and progress at his own rate. He is able to learn and understand one point instead of being rushed on to something new.

33 (1) Racial integration, without emphasizing "most" and/or "best." (2) Strong parental involvement. (3) General dedication and faculty.

33 Small groups, children have so many projects and subjects they don't get bored.

33 I guess not have not an actual grade be it good or bad keeps the child always striving.

33 Children actively take part in the grading process and in this way, learn to be honest with themselves. Creativity and the learning of responsibility through the program are excellent. Have had six children in the program. Removed one who was not suited to the program.

33 It is a good indicator of progress and very complete as to the skills being mastered.

33 No comment!

33 Comprehensiveness.

33 I like the detail--breakdown into several categories under each subject.

33 Breakdown of areas being reported on is quite detailed.

33 As the card was returned, I cannot pull it out to review it.

33 I believe the card is more definitive.

33 The child is compared only with himself.

Montessori Option Pupil Progress Report Survey--Parent Comments

33 My daughter progresses at her own pace while the teacher maintains the pace. I think she is learning faster than she would in regular curriculum.

33 Specific categories--and subdivided from there.

33 We are extremely pleased with the program. One very important strength: The teacher has the opportunity and responsibility to determine the individual child's readiness to learn and proceed appropriately.

33 Teacher is excellent. Parent-teacher conferences are the best "report cards."

33 None.

33 Much better at explaining curriculum being studied--Comment spaces for each area.

33 It's a great change and easier to understand.

33 Teacher comments are very helpful.

33 The report cards are quite adequate and informative. The Montessori Option allows a child to develop the strengths, abilities and talents he or she possesses. While working within structure they learn independence, responsibility, consideration for others, and leadership qualities are developed.

33 More condensed yet still covers all aspects of pupil progress.

33 Teacher comments.

33 I am satisfied with the progress report card.

33 I observed more parent involvement than regular IPS. Learning from peers. Learning to be responsible at an early age. I try to teach it at home and to have it reinforced at school--sure helps.

33 I like the current report card program. It is not as stressful as a grading system. The emphasis is on the learning and not the grades.

33 Teachers' comments.

33 Small classes with assistants allows teachers to observe each child better and capitalize on each child's strengths.

33 I prefer old one.

33 Format, easily read, stiff paper--cardboard.

Montessori Option Pupil Progress Report Survey--Parent Comments

33 We appreciated the expansion of skills and behaviors in each area. That is important to aid in understanding the student's performance.

33 More specific information under each heading like Below Grade Level, Above Grade Level, On Grade Level, Effort categories, comment areas for each heading.

33 Strong and motivating educators, linked with the freedoms extended to the children.

33 The detail of specific skills.

33 The report cards should be very generalized, and indicate if there is need for a parent/teacher meeting to discuss things in depth that need improvement.

33 It's new for me. Therefore, I don't have a clear idea of how it works.

33 I like the skill breakdown. I like the sign and return format.

33 Card--Very little added knowledge to what is presented to the parent by a good Montessori teacher. Program--Developmentally sound--viable option.

33 The Montessori principles being carried out in the classroom. Contact with learning materials. The program is great for teaching self-motivated learning.

33 The children are allowed to talk with one another. In traditional classes, the children are basically not allowed and are thus breaking a class rule when they do.

33 I see more subjects on the Progress [Report Card] than I do on IPS Reports.

33 It is more specifically related to the curriculum.

33 Grade level assessment--below, on, or above; indication of the child's effort.

33 Student can progress at his/her level at individual rate of speed.

33 The ability to progress through their own accomplishments.

33 For me the most important thing is not the report card but the feedback I get from the teacher both on a regular basis and what he/she tells me in conference.

33 The IPS Montessori option pilot pupil progress report card is more detailed and better explains a given situation.

Montessori Option Pupil Progress Report Survey--Parent Comments

33 Hand on hands learning and experiencing, build and taking apart, help the child to learn but moreso it helps him to understand why, which completes the knowledge.

33 Individual attention to needs and strengths.

33 Strength in program: Greater student responsibility than in traditional education.

33 Probably in behavior, but a failed attempted because of judgmental error due to lack of qualification.

33 I especially like the holistic approach to learning in Montessori--focusing not only on academics, but on the child's social development as well.

33 Breakdown of skills to be learned in subject areas; more specific and encompassing than former report card; parental involvement; respect for children (in most cases).

33 I like the space available by each subject for comments and the place on the back for parent comments.

33 I feel the card is more detailed.

33 The detail.

33 Being broken down in this manner lets me know if my child needs help in exactly what area.

Montessori Option Pupil Progress Report Survey--Parent Comments

Q34. What WEAKNESSES do you see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

34 Report Card--Unsatisfactory rating is in conflict with basic Montessori philosophy. Many parents unaware grades are recorded in the office.

Weaknesses of Program--Unfortunately, serious weaknesses exist as is evidenced by the number of parents who leave the option for other IPS programs and, more often, for suburban schools. One of the reasons we feel many parents are unhappy is because of the inconsistency in the teaching. There are many fine teachers, but unfortunately, far too many who do not carry out the philosophy, nor understand it. School 91 currently has no Montessori effectiveness evaluation. Several teachers should be counseled out of the program if they are unwilling to improve. Many seem to fall back on their traditional teaching methods. The current system allows for no evaluation regarding whether or not the teacher understands and carries out the philosophy. Parents are continually educated through meetings and literature (brochures, handbook) and yet the school does not (in many classrooms) deliver what it advertises to the public. I wish that all of the teachers would read the principles in Part IV of this form and would learn and apply the Montessori method as it should be delivered.

34 Not enough financial support.

34 The teacher put only "negative" comments on the card, yet my son is an excellent student.

34 Perhaps the transfer to traditional grades would be hard to define or be based on.

34 Some categories on report card need better/more explanation. We are not aware of "traditional grading in child's permanent record" and do not want this for our child.

34 Grading system, S, N, U (report card). What to do about a teacher that doesn't really follow the Montessori philosophy?

34 Because we are more familiar with "ABC" grades, I feel parents should be provided with comparison grades at least 2 times a year. These students would then have an idea of how they compare with others since they are usually mainstreamed at junior high.

34 Money. Not enough money--but somehow we get the materials we need if it means coming out of TEACHERS own pocket.

34 The grading system is weak--too vague to tell us much about his work--and the letters are misinterpreted by the children as criticism--even by mine who does extremely well in school.

Montessori Option Pupil Progress Report Survey--Parent Comments

34 It should also include the traditional grading system, translated for parents.

34 I don't like the "Unsatisfactory" marking--too negative, could be very discouraging to a child especially one with learning disabilities. I would further lower a child's self-esteem especially if the child feels that they are working hard to learn the material.

34 Lack of adequate supervision on playground/teachers.

34 There aren't more of them.

34 Consistency in teachers (program); All report cards ultimately rate kids. This is no different and provides less opportunity to illustrate the grey areas.

34 No comments.

34 That kids are tricked by having letter grades transferred to permanent records. They aren't working with that goal in mind and shouldn't be evaluated (without their knowing it) to kids who are doing so.

34 Teachers who do not know or follow the Montessori philosophy.

34 The U code is inappropriate within the Montessori setting.

34 None.

34 I would like to have some kind of a program list of what is going on in the class--what exactly they are working on.

34 And the weakness I would complain of is the lack of staff and Montessori-trained and practicing teachers to enable the most from every student.

34 More space for comments from the teachers. This is greatly needed.

34 I'd like more parent-teacher conferences or method of regular progress reporting as it is sometimes difficult to determine that child may need extra "coaching" in a subject at home until a conference occurs.

34 The "U" doesn't create an incentive--Is it reflective of a student "problem", a teacher "problem" or the interaction between the two? The "U" doesn't help me understand!

34 Kids compare report cards; therefore, it pronounces the needs for improvement that some children have with negative results.

34 "Unsatisfactory" indicator is not in keeping with the Montessori philosophy.

Montessori Option Pupil Progress Report Survey--Parent Comments

34 A lack of recognition of high achievement (an "A" grade).

34 Need to provide more comment space for teachers.

34 Rather than indicate S, N, or U, I'd prefer more individualized comments.

34 I do want to know if my child is working at grade level (or better)--i.e., is he learning what he should be learning and does he know it well?

34 Many parents are not reinforcing discipline techniques at home which would enable children to consistently control themselves.

34 I do not see evidence of the Montessori principles in my child's experience.

34 The Evaluation Key.

34 Lunch program, the smaller children should lunch first then the older children. Also assigned seats and more supervision!

34 More teacher comments where applicable.

34 Present evaluation key--some children may be above grade level and not all parts allow for that evaluation.

34 Program--Teachers are both the strongest and weakest elements of the program. I believe that verbal abuse, i.e., grabbing children by the arm and yelling in their faces as well as verbal attacks on self esteem negate Montessori philosophy.

34 I think there need to be more classrooms available for those that are interested in this option.

34 The State of Indiana removing built-in calendar days for conferencing is a major weakness. I have no weakness to speak of on the card.

34 As is, teachers can abuse the intent of the "U" and inadvertently undermine the philosophy of no grades.

34 The continued practice of non-competitive grades.

34 The use of the U to indicate Unsatisfactory. I feel this was adequately covered by the N (Needs Improvement) which was always a signal for me to contact the teacher to find out further what was happening in the classroom.

34 More space for comments.

34 Few, if any.

Montessori Option Pupil Progress Report Survey--Parent Comments

34 No goal setting.

34 Although the Montessori philosophy stresses "process not product" that's not the experience my children are having. They both feel they have succeeded and the teacher is proud of them if they have completed their work on time. Montessori philosophy says "Child moves at his/her own speed" yet children are punished if their work is not completed by the teacher's timetable.

My experience with IPS in the last four years we've been living here, in Montessori and at #70 is that the most important ingredient is the teacher. A caring, involved teacher will always take the individual child into account and plan from there no matter what the philosophy. However I have not found that teacher. Children are always put down and humiliated in some form to encourage them. I am hoping that with the courses needed for Montessori certification teachers will learn what it truly means to follow the lead of the child.

34 I don't feel that I fully understand the differences in the Pilot report card. I am a bit confused about the remarks being transferred to a letter grade--how is this done?

34 Would like to see program expanded to include a foreign language program and more community involvement for enriching experiences.

34 It shows only the negative side of a grading system. You are either average or below.

34 The grading should be letters, I think it's a sign of being competitive.

34 There should be an overall "grade" for each subject. I do not like having to return the report card each time. It was better before when the report was on carbonless paper, so we could refer to it later. Also, there should be a mark (such as "I" to indicate that a student is showing improvement.

34 None.

34 My biggest problem is not knowing grade equivalents at all in order to prepare them for entering back in this setting in the future.

34 Not all teachers are as committed as others. I recognize this is a problem in any program but it really is essential in a Montessori Program.

34 It's difficult to assign rewards for academic achievement without letter grades.

34 None that I know of.

Montessori Option Pupil Progress Report Survey--Parent Comments

34 Re: #6: How would S, U, N grades be transferred into cumulative record with traditional grades? A, B, C, or what?

34 Some teachers do not maintain quiet atmosphere. Some teachers resort to yelling to maintain order.

34 Even though program promotes acceleration, accelerated tools are not provided such as Mortison Math sets.

34 Too many categories.

34 None.

34 The program is being held back by having to stick to the basic IPS Curriculum (which leaves a lot to be desired) for its basis. The program as created by Dr. Montessori encouraged the student to obtain the highest level possible. The program being tied to the basic traditional IPS program does not allow for this type of advancement of the student.

34 The Progress Report Card, I think the grades should be A's-F's. Then that way I know if my child is Above Average, Below Average, or Just Average.

34 Without teacher comments the parents do not know the true progress of the child.

34 It would have been helpful to receive a copy of the report card to refer to in answering this questionnaire. I don't remember any weaknesses, though.

34 The mark "U"--if a "U" is used so should an A or E for excellent, exceptional, etc.

34 None.

34 None except if the teacher is not competent and hardworking the program won't work. There's no way to change this, though.

34 I would like to know how the current S or N grading system can possibly be translated into A, B, C, D, or F grades for the cumulative records.

34 The child does as well in this program as any if parent participation occurs, which it does. Montessori is interesting to me as a parent, and I am constantly amazed at the amount my child is learning.

34 That kids are tricked by having letter grades transferred to permanent records. They aren't working with that goal in mind and shouldn't be evaluated (without their knowing it) to kids who are doing so.

Montessori Option Pupil Progress Report Survey--Parent Comments

34 The only weakness in the report card is the fact that the symbols (S, N, U) are translated to letter grades and the parents are not sent a copy of what an S, or N or U translates into. I feel the Montessori program is well run with great teachers and I don't see any weaknesses at this time.

34 We cannot determine if our child is at the top or the bottom of the grading scale. I.e., how strong is the "S" or how weak is the "S"?

34 The U for unsatisfactory--is against Montessori Philosophy. There are better, more effective ways to communicate failure to the child.

34 Only children/teacher understand the uses of the materials. At times, children in early levels have too much freedom.

34 You only see it every nine weeks--too long. Need more chances for progress reports.

34 The negative reinforcement of 2 of the 3 possible indicators--"N" and "U." Negative reinforcement is not to be part of Montessori program. The ease of comparison this presents to children--their self-image is formed by how many N's or U's each received.

34 Too many checkmarks. Too many individual statements.

34 None, it's only my first year experience.

34 Too wordy.

34 More negative options than positive ones.

34 May not accurately measure child's progress.

34 There is such a wide range between S & N--does steady progress mean doing their best or just getting by?

34 It shows only the negative side of a grading system. You are either average or below.

34 I don't think it really shows the weaknesses or strengths of the child just to say <u>average</u> represented by S's.

34 None now.

34 I would like to have a report more often.

34 None as I can see.

34 <u>Card</u>--Tends to box children in. <u>Program</u>--Weak when teacher has not fully assimilated the Montessori Philosophy.

Montessori Option Pupil Progress Report Survey--Parent Comments

34 Special Areas are not following Montessori philosophy; this is confusing to children. Also, I am not aware of how the codes are changed to grades. This makes me very unhappy as my child has received a "U" in a Special Area class. I can only assume that this translates to an "F."

34 I see a financial weakness that my prevent the school from trying many more alternatives to basic learning.

34 I'd like to have chance to discuss with teacher after each grading period--the card itself is OK.

34 None.

34 I would like to know at what grade level my child is functioning in Reading and Math.

34 U for unsatisfactory--I preferred previous evaluation key + X - -- I question some of the specific categories under ART, MUSIC, PHYS. ED. Headings--are they really necessary.

34 I find the Evaluation Key devalues the progress report card, works counter to other Montessori principles. Program weaknesses: inadequate level of Montessori training for teachers, inconsistent application of Montessori philosophy and methods among classes; some classes could only remotely be considered Montessori, others do a very good job of applying Montessori principles.

34 I don't think teachers actually have time to observe children and then direct their learning as set forth by Maria Montessori. I think the teachers try to the best of their abilities, but they are under time constraints and the reality of being part of a public school system.

34 This to me the parent/teacher/student interaction is the strength of the program, of which the report is only a necessary formality.

34 We need a mark to indicate outstanding work. We have two negative marks and only one that is positive--and most children will get all S's which doesn't tell me much.

34 I wish the but would pick her up in front of our house in the morning and after school. I'm very impressed with the program itself.

34 I feel there should be different ways of grading K-1. There should be more one on one contact with students.

34 Sometimes I am not sure my child is on the same level as some traditional students because of the satisfactory or unsatisfactory marking system.

Montessori Option Pupil Progress Report Survey--Parent Comments

34 The Montessori idea or philosophy is fine but, after sixth grade, children still have to deal with letter grades on report cards.

34 Report card has categories not relevant to K-1 grading. Some categories that are relevant are not filled out.

34 Concerned about not using the standard grading system (A, B, C, D, F) until 6th grade. Not sure how the child adjusts after being used to S, N, U for so long?

34 Not enough support from the administration--i.e., this survey, and skepticism by those who are unfamiliar with the results of Montessori education.

34 Somewhat uncomfortable with how you measure "satisfactory." How much "school, after school" should the parent provide. How do you as a parent become comfortable with the level of your child's capabilities at any given time. I'm not certain these levels of comfort would be any more assured in a traditional setting; consequently, I'm not sure there are weaknesses at the "K" level.

34 I don't feel there are any weaknesses, unless it would be the adjustment of the student in a grading program.

34 Must be returned, too small.

34 Weakness seems to be that the "level" of second grade work varies drastically between a 1/2 split and a 2/3 split. This year we have a very artistic creative teacher, but the program as a whole seems to lack significant emphasis on music, art, creative movement.

34 An attempt to cover every possible angle and losing it because of unqualified judges.

34 I as a parent would prefer something more exact than U or S. Something that shows what level or how hard to work at home on a subject.

34 I feel the [school staff] at School 67 is not meeting the teachers' needs in providing the materials needed in the classroom.

34 None.

34 I feel that the program is good, but how is the feeling of not feeling like an outcast when certain ones--(to be discussed later).

34 Interpretation of N and S is not always clear.

34 I find the "U" unnecessary as I am kept well abreast of my children's progress throughout the year.

Montessori Option Pupil Progress Report Survey--Parent Comments

Q35. What CHANGES would you like to see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

35 The school hours, would like to see them changed to 8 a.m. - 3:30 p.m.!

35 None.

35 It might have been easier to comment on specifics on the card if this survey had been sent in two weeks--when we would have a chance to see the card again and have a more recent review of the headings, subheadings, etc.

35 More evenly weigh or recognize exceptional with unsatisfactory.

35 A more competency based evaluation would offer a more vivid picture of the student's performance and that's what should be important if evaluation impacts instructional development. Thank you for your efforts.

35 I'd like to see the option expanded through the 8th grade.

35 The Report Card is the least of your worries at School 91. My advice is to work on teacher education and the report card will evolve from the knowledge and efforts of those teachers. My child's teacher does not like or understand children, so how can she ever hope to create a satisfactory learning environment for my child. I am disappointed by the lack of responsibility exhibited by the [school staff]. They are very well paid and should be come more accountable. I would like for teachers who do not use the Montessori approach to be assigned to another building. I would like more care taken in programming. I would like teachers to understand that the Montessori approach is not an opportunity for no structure and no learning. Montessori is not a "sink or swim" approach; however, my child's teacher seems to think it is. I would like the teachers and administrators to be more accountable for their actions and to pay attention to students and parents instead of complaining about what a difficult job they have. The [school staff] spend most of my valuable time talking about their frustrations in the field of education and apologizing for "dropping the ball." I can sympathize with them but I also feel that they could be spending their time (and my time) more constructively. I am very discouraged with the program especially after I heard positive comments from others last year.

35 Every teacher in the program should be required to have national or international Montessori certification.

35 Include a grade indicating better than "steady progress."

Montessori Option Pupil Progress Report Survey--Parent Comments

35 Not so much the report card but the reporters! P.S. I have found Montessori philosophy written is great. But the educators lack the ability to administer it. The children are more able for change than the adults. Sorry to be negative but that's how I see it. IPS Montessori needs more qualified teachers.

35 I would like to know what the Montessori Grades compare with the traditional grades when they are moving to a new grade level. If they meet requirements.

35 I would like to see a "checklist" of curriculum items that have been mastered--not so much a judgment, just whether or not the child did or did not master specific skills. E.g., Here's what the curriculum is (followed by listing of stuff), then a column for "Mastery Yes__ No." This could be on a continuum so that if a 3rd grader had mastered the 4th grade curriculum, this could easily be seen (or if was below, this could be seen).

35 Do not send card home with child. Stress the information is to be shared by parent and child only. "U" should not be on card. A separate evaluation form could be used to indicate child is in "serious danger" of needing retention or has serious behavior problem.

35 Since I am more familiar with traditional report cards, Part 5 would be easier to answer if this questionnaire was given in conjunction with a report card.

35 Evaluation key to go to above, on or below grade level.

35 I would like to see grades. Or a more level way of determining how my child is doing.

35 Go back to old card.

35 I would like for the report cards to be mailed to our home or a conference with the teacher at the school to review our child's progress.

35 A system which focuses on effort and progress would be more consistent with Montessori philosophy, I believe. I am not well versed in the grading systems used in other Montessori schools; however, I would really like to know more about this and how the issue of grading is resolved.

35 We believe this is an excellent program and our child is doing very well. Program should be expanded beyond 6th grade.

35 Perhaps summarize at the end of the year where the child compares to traditional systems of grades and placement to next grade level.

Montessori Option Pupil Progress Report Survey--Parent Comments

35 Just to have the program to continue and keep the report card we're presently using. I love the program. It has worked wonders for my son. If it were not for the program--private school would be the next step. The only other unfortunate thing is that it only goes up to 6th grade. Thanks.

35 None.

35 Eliminate the "Unsatisfactory" marking. I would also like more information as to how the Montessori Progress Report is translated into letter grades. I feel strongly that if D's or F's are given parents should be notified immediately. I would also like to make a general comment concerning this survey. I feel the timing was very poor--having only seen the card twice (the last time almost 6 weeks ago) it was very difficult to remember many specifics. A better time to send survey out would have been to coincide with the next grading report. We would have had the card in hand to evaluate.

35 The program is lovely, not complaints.

35 School in Irvington area or Southeast so my daughter would not have to be on a bus one hour and fifteen minutes a day.

35 More positive reinforcement. No "unsatisfactory" choice.

35 I'd like to see more emphasis on student's effort (maybe it's there and I've forgotten!).

35 Change Evaluation Key to eliminate Unsatisfactory; Montessori certification for teachers; more assistant teachers.

35 I think the letter grades are more impressionable to students in grades 2-6.

35 It would be helpful to know how children are performing for this grade level.

35 I wish this survey would have come at a time when the report cards were sent out, so I could have looked at it and compared the card to your questions. I feel I could have evaluated the card better. As far as the classroom, I love a Montessori classroom! The feeling, the projects, concepts, sharing, there is love there. Of course, my little one is a kindergartner and kindergartners love and appreciate everything! I wish they stayed that way.

35 See 34 [kids are tricked by having letter grades transferred to permanent records]. No more letter grad transfers. More emphasis on math, more drill time, more quizzing each other on math facts--even at expense of field trips or enrichment, valuable as those are.

35 Go back to the + X - system.

Montessori Option Pupil Progress Report Survey--Parent Comments

35 I would like to see the teachers certified by the Montessori Society.

35 More aides and additional funding to the Program, which I'm sure would be put to good use by the teachers.

35 Grades instead of checkmarks.

35 None.

35 Although Other Remarks has replaced the "-" and/or "+" used on reports, I still would enjoy seeing "+" especially used where necessary.

35 More qualified teachers.

It would be more helpful to have the card to refer to. Since we have only received one thus far and we had to return it, we (I) can't really remember all its points to comment on it.

35 I would like to see a change in the workbooks and textbooks used. Some of them are a little outdated. The Saxon Math books might be very worthwhile to look into. The Saxon method has shown, in every school system that has tried it, a definite increase in the student's math abilities. IPS could use that improvement. The last time I heard, they were being offered free to try. A change I'd like to see made in IPS in general is that a parent have the option to test their child, whose birthday falls shortly after the Oct. 1 cutoff, into school early.

35 Big spaces for the teacher and parent to write in.

35 I have a little complaint about the Progress Report. I do believe there should be different keys for evaluation for different grade levels. I also believe the child should have no knowledge of the report. I would be willing to come to school to pick up the report or pay for mailing. The only complaint I have is there is no evaluation for creativity or logical thinking.

I have visited both my son's K-1 class and my daughter's 3-4 class at School #56. Taking into account each teacher's personality and individual teaching techniques, there were marked differences. The 3-4 class teacher was more laid back, letting the children monitor their own work; she was only there for instructions and guidance. On the other hand, the K-1 class teacher, although very dedicated and involved, was extremely structural. I will direct most of my comments on the K-1 class.

STRENGTHS: In the K-1 class there was a wide variety of subjects. A variety of Montessori equipment. The teacher gave clear instructions. The main thing the children were learning was to follow directions or suffer the consequences.

In the 3-4 class there was a variety of subjects. Good class interreactions to each other. There was freedom of movement, and relaxed atmosphere.

WEAKNESS: In the K-1 class there were so many weaknesses I

was in great wonderment if the teacher had ever heard of Maria Montessori Philosophy. The class was very structural. Although the teacher had allowed for each child to progress at his/her own pace and had individual programs for each child, there was no interaction among children. They were allowed free movement to get supplies, but no talking to express themselves. There was little concern for the children's feelings. Praise was given, but not freely, it was well earned, however, discipline was strict. I myself was waiting to be disciplined for doing something wrong. The two visits I made she had the same boy in tears. This does very little for his self esteem. The teacher was more used to teaching, giving instructions, than letting the children learn on their own. Since there is a wide variety of subjects covered in the class, it is very high paced, not a relaxed atmosphere.

Which brings me to the point that there is no time for creativity thinking. Granted, there are Music and Art Classes to express their artistic side of their personalities, which I believe should be expanded to its full potential. However, creativity and logical thinking have little means of expression. There is adequate Montessori equipment but not a great deal of time to use it.

In the 3-4 class, on the other hand, there is little to no Montessori equipment, no cubic rods, no hands on equipment for algebra. There is also a need in the class for more problem solving and creativity work.

CHANGES: The First and Main thing is All Montessori teachers should be certified. Not all teachers are qualified to teach Maria Montessori Philosophy. They may have excellent qualifications as a teacher, but if they do not thoroughly have the training and desire to teach Maria Montessori Philosophy it is useless.

In order for a system (Montessori) to succeed to its fullest it must be allowed to be given its full chance. On one hand, IPS supports the Montessori Program which says the individual can grow and develop to his/her fullest potential at his/her own speed of development. But then, on the other hand, the child is pressured to be at the level designated by National Statistics for his/her grade level. Example: the child must learn exactly what regular classes at their grade level to be measured on ISTEP Tests. Also, grades are translated into traditional grades.

I believe wholeheartedly in the Montessori System. I may sound critical of IPS application of Montessori Philosophy, but as a parent I am obligated to demand the best for my children, in hopes that they will receive the best education we can give them. They are our future, we must do out best to prepare them with Head, Hand, and Heart to Service.

35 Phase in letter grades for grades 5 and 6, to ease the "traditional transition" to junior high.

35 My fourth grade student asked for "letter grades" as one of her Christmas gifts. I think by third grade most children are feeling the need to know just how they measure up.

35 Would like to see more parent-teacher communication. My daughter's teacher does not seem to follow Montessori principles and does not foster a positive self esteem. Hence, perhaps more teacher preparation is necessary.

35 A better understanding of grade level per subject.

35 I would like some information to let me know how my child is progressing according to a regular school concerning his grade level. I have 2 older children that attended regular schools (#70). I find I really appreciate the Montessori Program much better. I had [one child] that had difficulty learning. [Another child] is in advanced classes. I believe both would have been better off in this program. [My child] is showing the ability to learn very fast as [did my other child]. [The ~~child~~] is in K/1 at #91. [The child] is reading at the same level as 1 AT at School #70. [The child's] math skills are the same. Now if [the child] had been placed at School #70 is would be only on learning about letters and numbers. I found the Montessori staff to be alert to the learning abilities of each child. I appreciate the atmosphere of the classroom. I wish that IPS would be able to come up with a program that Montessori Schools could be offered to more students. I am concerned that there might be a problem with adjusting to a Junior High after attending a Montessori class.

35 Let the parents know the progress once a month.

35 Individualize subjects more to tell greater advancement abilities per topics. Would like further correspondence.

35 For those of us who were raised with the traditional A, B, C, D, F--I would like an end of the year and/or semester average of my child's work to be given to me. I feel this would be especially significant to those people in the program whose children are consistently working below grade level.

35 Teachers should always fill in the comment section with small details if nothing else. More emphasis on music and art in the classroom. Reading more of the "classics" in reading groups--to expand beyond the reading books. I'm actually very pleased with the option, and extremely pleased with [X]'s classroom. I think [the teacher] adds a lot of cultural input and music, songs, games, activities, and I think the entire program would benefit from [such an] example.

35 Training for Special Area teachers in Montessori--with an emphasis on report card communication to parents. This is very unsatisfactory currently.

35 I think it's OK--no changes needed.

35 Use the old evaluation key but add a form letter to be mailed home to parent if child is not performing at satisfactory level. Do not

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allow report cards of "failing" student to go home with child. Make sure parents have a conference to be informed of child's status/ performance.

35 Besides the usual "grades" given, I'd like to see an "A, B, C, etc." grade also!

35 My husband would like to see Letter grades used on report cards 1st-6th grades.

35 I would like to see an early notification of possible problems with child's performance. I would also like to see improved supplies and techniques--no token scrounging. It is a successful program--give it a chance! Need clarification of interface between Montessori and Traditional.

35 Would like to know at which level my child is functioning in certain subjects. Would like assurance that my child is being challenged, appropriate to her learning capabilities.

35 None.

35 We do feel that it would be a better idea to have the parent (if possible) pick up the Report Card to discourage comparing cards and therefore avoid children feeling they are "better" or "worse" than other children.

35 Drop the U, plenty of room for a teacher narrative.

35 Program--(1) Extensive teacher education training relevant to a child's self esteem and those interactions that promote and damage emotional development. (2) Removal of teachers who are unable to refrain from verbal abuse.

35 If you send a survey out to get people's opinion of it, you should give us a sample at the same time. I've never had a problem with interpreting the report, but I can't remember the form well enough to be critical of it.

35 I am satisfied with both. I have two children in Montessori and they both are doing very well. I feel very comfortable discussing any problems which do arise through the school year with both teachers.

35 I think instead of three different report cards as suggested in #11, that there should be one card for K-1 and another for grades 2-6.

About this survey: The timing is very poor. This should have gone out with the report cards at the end of the second grading period. Parents do not have the report cards at home now to refer to so it is difficult to make specific comments. Also, there are too many questions about Montessori philosophy. Naturally, we agree with the philosophy, but what is the point, unless it is another way of asking about question #12?

Montessori Option Pupil Progress Report Survey--Parent Comments

35 As a parent, I am interested in what, actually, my child is learning and would like to see objectives instead of a report card. I often don't know what those headings mean, anyway (even when I can see them).

I think this is an outstanding option and am continually amazed that it is available in a public school system. Teaching in this program demands much of a teacher, and I respect and appreciate them.

35 More Montessori options in the IPS system.

35 I would like to see the Pupil Progress Report have more specific explanations of weak areas and suggestions on how a parent can aid in the child increasing development in the weak areas of learning.

35 Above--#34 [parents should be provided with comparison grades at least 2 times a year]. I also think the foreign language program should be reinstituted.

35 I would like to know that my child is keeping up with his grade level.

35 I am unable to answer these questions at this time. I have only received one report card and it was such a long time ago I cannot remember enough about it to give you an objective opinion.

35 More emphasis on discipline or behavior expectations for the disruptive student.

35 None right now.

35 Parents are being asked to evaluate two different things in the same question and on only two lines. Also, a sample report card should be attached.

35 Correction concerning my answer to No. 34 (I would like to know at what grade level my child is functioning in Reading and Math.

35 Change in evaluation key (report cards). We could use more IPS Montessori option buildings.

35 I would like to see a continued Montessori program that goes beyond the 6th grade.

P.S. I do not have any problem with the new report cards but I would like to see a % in each subject that rates my child's skill.

35 Translation of the S, N, and &, to be able to see what his or her grades are in case the student might be or have to be transferred to another school.

35 More written comments--less black and white.

35 More supervision on playground.

Montessori Option Pupil Progress Report Survey--Parent Comments

35 Report Card--Set up a committee (including parents) to create a new card. Teacher conference twice and mailed out once.
Changes in Program--Develop an option-wide Montessori effectiveness evaluation form making teachers accountable. Counsel out teachers unwilling to change; attract those interested in the method. At best become more Montessori in approach (material availability, choice, social atmosphere, cultural offerings) and less of a individualized progress method. Improve quality before expansion.

35 Would like the standard grading system used during 3rd grade when I believe competition becomes more intense for the child at age 9.

35 None.

35 Whatever Progress Report Card you choose, I would like to be kept more closely informed of my child's progress.

35 Parents must be aware of child's behavior and discipline needs to aid teacher. Perhaps a contract of sorts would help children and parents understand how important self-control is.

35 More contact between teacher and parents--although you are already working in this direction.

35 Changes from S, N, U--to ABC's or D's F's. Then that way I know if my child is really doing good or bad, instead of just doing satisfactory work, and if my child could make the Honor Roll.

35 We get more information from the teacher interaction than from the report.

35 It would be nice to get a grade equivalent for the parent not the child like midway and end of school year to know exactly where he falls in traditional system. I am very happy where my children are, "67," the teachers they have, and their progress. I think a good principal, good teachers and good learning environment make all the difference. I feel very fortunate to have all three at "67."

35 Please, Please, Please!!! Put the language instruction back in the Montessori program--or better start teaching one of the magnet languages like Chinese, Russian, etc. Regarding the Progress Report: I like it much better than the old one.

35 I would like to see more individual attention and perhaps homework.

35 Delete the "U" mark, possibly provide an indication of extra effort made by the child.

35 Will address later or I will call for an appointment.

Montessori Option Pupil Progress Report Survey--Parent Comments

35 If an evaluation key is necessary, I'd prefer that children get a positive assessment as well: +, X, -. Children need positive assessment. This report key focuses on the negative. Either the child's work is okay (satisfactory--which has always meant mediocre to me) or it is not good. This positive assessment could be made individually in the comments section, I suppose. But as the report now is, there is very little to indicate marked strengths.

35 Program--(1) Evaluation of teachers as to whether they are truly implementing Montessori methods--input should be sought from peers, parents and principal. (2) System should actively seek to recruit Montessori trained teachers. (3) Teachers new to Montessori option should be on probation prior to year-end evaluation.

35 If report cards are going to be individualized, they should be mailed to the home to and the accessibility by the children. If they are going to remain fairly general, then why bother?

35 A positive mark--such as we had with the "+." An overall subject grade.

Why are all these philosophy questions on a report card survey? The statements 18-32 are very vague and difficult to understand. I feel that they can be interpreted differently by each person responding to the survey. I cannot understand the relevance of these questions on a survey that is supposed to evaluate a report card. These questions insult my intelligence! I am disappointed that this survey is not really asking about the report card.

35 U for unsatisfactory--I preferred previous evaluation key + X - -- I question some of the specific categories under ART, MUSIC, PHYS. ED. Headings--are they really necessary.

35 Program: Expand the Option to enable parents to fully choose Montessori without a lottery. Improve salaries and pre-requisites for educators. (Educators that love to teach should be rewarded--their efforts and natural concern should be rewarded and required.

35 Would like to spend time--more than 15 minutes--with teacher; maybe child should be present. Is report card discussed with student? Do they know at "K" level what parent will be informed of from card and verbally from teacher?

35 I would like to see a reading program adopted for Montessori and traditional classes that would be more phonetically oriented. As a resource teacher I have observed that many children have very poor oral language skills. They enter school and are expected to develop written language skills (reading, writing). How can we expect our children to read or write when they can't really speak well?

35 The program itself is excellent and I'm very grateful for my children to be in it. I'm not sure about the progress report card--maybe it could be a little more specific than S, N & U. I feel all categories

are OK. Perhaps S - progressing & learning, - doing work but not to potential, N - needs improvement, etc.

Overall I feel the Montessori option is wonderful! My kids have not only learned the usual things, but so much extra enrichment. This, I feel, is true learning. I'd like to acknowledge [the teacher], who both kids have had, and teaches so much extra above the basic classes. [The teacher]'s also very interested and concerned about each student.

35 I would like a more defined report card in order to know more exactly how my child is doing. It is so very vague to me. Grading Scales should be available in order to define progress.

35 Undecided at this time. I have only been to one meeting.

35 Go back to the + X - system.

35 I would like to see teachers in on-going training and certainly weeded out if they can't teach in the Montessori style. My daughter has a teacher like this now. This puts a ceiling on how far my child can go. That is not right. Also we must have an assistant in each classroom. The teacher cannot work effectively with one grade level (we have split grade levels you know) while a child with a question in the other groups begs for help, or worse, goes without help.

Also, we need more days in school. No matter what the Legislature argues, the fact is that there is more knowledge to teach, to learn than ever before. Add more school days. Parent/teacher conference days are great too. For all parents it is so necessary to sit down with the teacher more than 1 or 2 times a year. Everyone in Indiana knows that the school year calendar is based on the old farming schedule. The kids in IPS today are not farm kids. They need more time in school. Revise the calendar. Show some spark of life.

And we need to address your question #30--discipline. I believe discipline is the understated factor in schools today. Each child comes with a quotient of discipline and when that peters out he/she is in "trouble." Better to emphasize raising the individual levels of discipline. I've seen and heard very inappropriate behavior and language at our school. I wouldn't put a teacher in a bargaining position with those parents. I would send that child home for serious behavior problems. Don't be soft on trouble spots. Discipline has eroded far enough.

35 The traditional grading scale. It has worked for this long, why fix it if it is not broke. Thank you!

35 Some one could be combined.

35 Maybe to be able to tell how they are doing compared to ABCDF more better.

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Montessori Option Pupil Progress Report Survey--Parent Comments

35 S, denoting steady progress, does not really tell me at what grade level my child is progressing. Is the progress above, below, or at the average level? Perhaps S with a subscript would be helpful.

35 The first change should be that these surveys should be written in ENGLISH so that parents have a half chance of understanding what you want to know.

35 I would love to see a strictly narrative report; however, I realize this is an unrealistic goal. I would really like to see more comments made on the card, as well as ideas for parents to help the children at home in needed skills.

35 I can't think of anything.

35 All teachers communicate better with parents. One teacher never sent work home that the students had completed so we never saw how they progressed from week to week. Communicate with parents before a problem gets out of hand and teacher is totally frustrated with student.

35 We would like to see the "S" and "N" grades more defined as to their strength or weakness as in example: S1, S2, S3, N1, N2, N3. This also goes for reading and math grade reports, i.e., On1, On2, Above1, Above2, Below1, Below2, Below3.

35 No more letter grade transfers. More emphasis on math, more drill time, more quizzing each other on math facts--even at expense of field trips or enrichment--valuable as those are.

35 Sometimes, I feel that a little competition boosts a child. Montessori doesn't believe in this. If it's made to where everyone's a winner, I see no reason why a little competition isn't used. For instance, a Spelling Bee or Math Quiz. Also, Montessori is the Greatest School Program I've seen or been involved in!

35 Remove the U for Unsatisfactory.

35 I can't think of any for the program. For the report card, I think there should be more room for teachers' comments, and maybe an area for the parent to comment or write a note.

35 The U, more space for comments.

35 More space for teacher comments as they feel necessary.

Montessori Option Pupil Progress Report Survey--School Staff Comments

GROUP

3 Now you know for certain who I am!

PART I. EVALUATION KEY

Q4. The Montessori Option pilot Pupil Progress Report evaluation key should use the indicators: S (steady progress), N (needs improvement), and U (unsatisfactory).

4 What other choices are available?

Q6. I understand that each Montessori Program Pupil Progress Report evaluation key is translated into traditional grades for a pupil's IPS Cumulative (non Montessori) Record.

6 No, that was not agreed on.

PART II. REPORT CARD HEADINGS/PHILOSOPHY

Q8. The number and type of headings and subheadings on the pilot report card are an adequate assessment to make the necessary and proper distinctions for my child's reporting procedure.

8 We should add a subheading under Math for "working accurately."

8 Too many.

Q10. All information that should be shared on an IPS Montessori Option report card is represented on the pilot report card.

10 There are additional behavioral aspects that should be added.

Q12. The Montessori Option pilot Pupil Progress Report card should have a mark on the card that indicates pupil "unsatisfactory" performance.

12 Yes, unless a separate paper with this indication is included in the envelope.

12 If you are going to relate it to "F."

12 There needs to be a way to indicate this, but in a way that does not undermine the pupil's self-esteem.

Q13. I know where the source, or guidelines, for the present school year come from for our IPS Montessori Option philosophy.

13 To my knowledge, this does not change yearly.

Montessori Option Pupil Progress Report Survey--School Staff Comments

PART III. IPS MONTESSORI OPTION REPORT CARD DELIVERY TO PARENTS/GUARDIANS

Q14. The report card should be mailed to the home.

14 Students should be responsible to carry the card.

Q15. I would be willing to pay the postage to have the report mailed to my child's home. Question 15 should be answered by parents only.

15 Sorry, did not read, but I still do not agree.

Q16. The report card should be picked up at school.

16 We should give it to them at scheduled conferences.

16 Conferences.

16 [and 17] as is currently done.

16 Only at conferences in November and March.

16 If a parent wants to, yes.

Q17. The child should carry the report card home.

17 Except when conferences are held.

17 Twice a year when we don't have conferences.

Q18. Establishing an effective relationship between the child and adult is possible only if the adult has a deep appreciation of the creative potential of the child and his or her right to become independent and free.

18 Not clear.

18 An effective relationship can exist with mutual respect.

18 [and 19, 20] What is the point?

Q20. Very young children experience "sensitive" or critical periods in which they learn more easily than at any earlier or later period.

20 I don't however feel that the child or adult cannot learn at a later time.

Q29. The child must relate to his culture; consequently, learning materials and approaches to learning must be culturally relevant.

29 ...many [learning materials and approaches to learning] could [be culturally relevant].

Montessori Option Pupil Progress Report Survey--School Staff Comments

Q30. Discipline is an end product, not a point of departure.

30 What does this mean?

Q31. The young child learns through movement and through meaningful contact with materials.

31 6-9. Disagree for older student.

Montessori Option Pupil Progress Report Survey--School Staff Comments

PART V. COMMENTS:

Q33. What STRENGTHS do you see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

33 The new report card is a vast improvement over the old one: More categories, more relevant to Montessori materials used.

33 The terms "effort" and "completes work" are necessary headings.

33 High expectations for student achievement and behavior. I like new report card better than old one. Children are generally happy and independent.

33 Effort is included in grading. Vital skills are noted.

33 Comments can be made about work or skills in specific areas.

33 The itemization of skills in most subject areas is helpful.

33 The stimulating environment with manipulative materials enhance the self-motivation of children. The one piece folded card is convenient.

33 Opportunity for teachers to evaluate "effort" and "completes work" as well as the detailed areas being evaluated in certain subject areas.

33 In Physical Education I like the behavior and the effort areas to be included.

33 That there is a means to tell parents when their child is doing unsatisfactory work.

33 The size of the card, organization, only one copy, and the U (unsatisfactory. This shows parents and children that there is a serious problem in a particular area. A distinction needs to be made between N (needs improvement) and a much more serious problem. The U (or another symbol) could indicate other interventions need to be made such as: testing, tutoring, parental help at home on a regular basis, or retention. I do feel that this mark should seldom be used.

33 In depth communication with parents.

33 The prepared environment of the Montessori program is very conducive to the learning process of the children.

33 The "U" helps warn parents that a child is in trouble. I like it!

33 Listing of skills in subject areas.

33 The philosophy itself. Positive parent involvement.

Montessori Option Pupil Progress Report Survey--School Staff Comments

33 More areas with specific skills covered.

33 The grading categories address specific things. Overall a kinder grading scale than A-F.

33 I like the skill oriented card. I do like the unsatisfactory grade to indicate failure.

33 This report is more explicit than the old report.

33 It is moving closer to be a better evaluation than what we had before.

33 One card to be used for whole year, items that are understandable, grade level in view of accountability by grade level.

33 (1) The above grade level, below grade level, on grade level--area. (2) An intermediate and primary report card. (3) Marking student effort.

33 Students learn by using Montessori materials from concrete to abstract. This is a real plus to the Montessori Option.

33 I think it's helpful to be able to share with a parent that an area is Unsatisfactory.

33 The card gives the teacher, student and parent a means to record the progress of the student.

33 I think it is positive for the child.

33 Children are excited about learning, hands-on materials, (Montessori) teachers seem more sensitive to children's needs, more social interaction than in a traditional classroom, report every 9 weeks.

33 I like the Report Card in card form, also the headings and subheadings are adequate for assessment. Using both the text and the materials is an advantage. I especially like the use of the headings "Effort" and "Completes Work."

33 Clarity in subject matter presentation and arrangement.

Montessori Option Pupil Progress Report Survey--School Staff Comments

Q34. What WEAKNESSES do you see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

34 I feel in physical education that it is not necessary to have so many areas listed. I think physical education, behavior and effort would be sufficient--particularly in grades Kg-3.

34 I am required to teach "IPS" 3rd grade social studies and science curriculum for ISTEP. This is not covered on the K-3 report card. Only Montessori curriculum is listed.

34 I personally enjoyed the last page of the previous Montessori Option Card that was stipulated for Comments only.

34 It does not have an equivalent mark for outstanding work to match unsatisfactory.

34 That someone is now saying that "U" means "F" or failure.

34 Some subheadings were removed that I feel were necessary. I like to report to parents when their child has a particular strength in a curriculum area.

34 I think there should be an additional form to send home with the child so the parents know of possible retention.

34 (1) There is no evaluation key to indicate particular strengths. (2) In the areas of science and social studies, the report card does not address IPS curriculum (especially at 4th grade level).

34 Too much room for parent comments; not enough room for teacher.

34 An evaluation to rate a child's work and effort at a level higher than "steady progress." Maybe "shows particular strength."

34 For some individuals it's hard to say either S or N.

34 Having two separate sheets for kindergarten.

34 More space needed for teacher comments.

34 The parents need to be (an absolute) required to attend initial inservice and agree to the "behavioral charter." Some parents use all Kindergarten as a babysitting service and don't necessarily know anything of the Montessori philosophy.

34 No copy is retained for cumulative folder.

34 Discipline--not all students should be in Montessori. The report card does not gear itself towards outstanding students. I feel children should be given the recognition if they deserve it. I also feel that special area teachers should be able to use the U (on the

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report card).

34 On the back, one half should be for teacher comments.

34 Parents need to be better education on how the report card is a report to them. Children should not be punished for a "U" on report card. It's just a way to report to parents a severe concern.

34 (1) The kindergarten section, several skill areas need to be reworded. (2) The comment section is insufficient.

34 There is not distinction between the excellent student and those who are doing average/above average levels.

34 We need more space for teacher comments. The math area for the primary report, especially numeration, needs to be revised. (E.g., 3rd graders should all be able to count to 100!)

34 To me a Montessori needs self-discipline. We get students in the program who are lacking in this--it is too difficult to conference them out.

34 There are very few differences between the primary and intermediate cards and there are a lot of differences in abilities. The cards need to fit each group. They are too generalized in math.

34 I don't see enough difference in the Kg.-Primary-Intermediate report cards to justify printing 3 separate cards. I like the intermediate card best.

34 Need more space for teacher comments.

34 I think in reading and math there should be an overall evaluation (S-N-U) instead of just a check.

34 Behavior part needs to include more specifics.

34 Some areas--math and social studies especially--need the skill areas reworded.

34 Parents may get a false sense that students are doing well by S, but S could be 75% or 99%; especially parents who don't come for conferences.

34 None.

34 I would like to see the use of "grades" in the reporting system. I think that it would possibly hold students more accountable. "S" covers a wide range.

34 The space for teacher's comment is very limited.

Montessori Option Pupil Progress Report Survey--School Staff Comments

Q35. What CHANGES would you like to see in the IPS Montessori Option pilot Pupil Progress Report Card or program?

35 One more indicator for more than just "steady progress." (I have written notes about excellent work in the past; however, I'm not sure if this is enough.)

35 More room on card for teacher comments. Less for parents.

35 Refinement of wording and spaces for comments need adjusting.

35 I would like 3 areas listed for physical education--physical education, behavior and effort.

35 Not as many specific skills to be evaluated. More general areas.

35 More self-discipline, so when they are in other settings they can adjust more readily.

35 I would like to see the + reinstated to indicate outstanding work. Many of our students perform exceptionally well. This indicator sends a message to child and parents that quality work is recognized. It builds self-esteem, reinforces pride in one's work and motivates the child to continue reaching for self-development. I also feel the report card should, at a glance, reveal the child's progress.

35 More students should be opted out of the program, children have trouble adapting to a class where they are expected to raise their hand! So--a little better control of students in their own classroom.

35 More specifics in behavior--"Respects the rules" is too general. Need items like "Recycles the environment."

35 If we have an unsatisfactory mark we need an outstanding mark too.

35 Children are challenged to progress, not pushed into a "labeled" A, B, C, etc., student scale.

35 More room for comments if possible.

35 Elimination of the U.

35 In math the numbers to count, recognize, etc., need to go much higher. I would like to see an overall subject grade in reading, math, spelling, etc. I would like to see an outstanding grade or some kind of mark to indicate work that is much above satisfactory.

Montessori Option Pupil Progress Report Survey--School Staff Comments

35 Under Behavior, I would like to see the following statements: (1) Disturbing others while working, (2) Completes assigned work, (3) Hallways (walks silently). Also, under Math, I would like to see: (1) Works accurately.

35 I'd like to exclude students from Chapter 1 programs and give them more individualized help in my classroom.

35 Parents and teachers should really know more about the Montessori philosophy. Assistants should be full-time and get a raise in salary for each year of experience.

35 It's not easy to translate the Montessori Pupil Progress report evaluation key into traditional grades for cumulative record.

35 More space for writing.

35 I would not be opposed to dropping the U from the card itself and providing a separate form which can be used to inform parents when a student is seriously below the expected level of achievement and is in possible danger of being retained. This form would need to be very explicit and require the parent's signature.

35 Some consequence for students who choose not to complete their assigned work.

35 None.

35 I would like to see more space for teacher comments on the back.

35 More comment space.

35 The comment section is too small. The whole math section needs to be revamped.

35 Additional subheadings, add another letter to show a particular strength.

35 I think the K and primary card can be one. An S does not seem to be enough for a child that is doing superior work. Satisfactory does not say enough.

35 I would like the back "Parent Comments" page changed to "Parent-Teacher Comments." This space could be used for general comments by the teacher, and there would still be space for parent remarks. I have found that this space is generally unused by my parents, as only four parents have written comments.

35 I would like to see 2 parent-teacher conferences.

35 Don't make the report card any longer. It takes 3-4 hours to do reports for a K-1 class.

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35 We'll probably never come up with a real ideal one. Through conferences and comments we could make almost any card fit our needs.

35 (1) Eliminate the Kg. report sheet--put same information on primary card. (2) Find a better way to encourage high achievers beside or along with the S for Steady Progress.

35 There should be a space for an overall mark in each subject area. I think it would be best to have one K-1 card and one for grades 2-6.